

World Faiths- Year 6

Judaism

Islam

Hinduism

OVERVIEW FOR JUDAISM – YEAR 6

BELONGING AND VALUES – ROSH HASHANAH, YOM KIPPUR

Judaism is taught for one week every year. Each year, the pupils learn more about how their Jewish sisters and brothers live and what they believe as the theme develops. The themes are the same for all religions.

TEACHERS' NOTES

Yom Kippur is probably the most important holiday of the Jewish year. Many Jews who do not observe any other Jewish custom will refrain from work, fast and/or attend synagogue services on this day. The name "Yom Kippur" means "Day of Atonement". It is a day set aside to atone for the sins of the past year. There are **10 Days of Awe**, before Yom Kippur to put things right with others. On Yom Kippur, the judgment is sealed. This day is the last chance to demonstrate repentance and make amends.

AGE GROUP	THEME	TOPIC	LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Hanukkah (Chanukah) The feast of lights	There are special days	Hanukkah. The story of the oil lamp in the Temple	God cares for his people
Year 1 FS 1	Stories	Abraham and Moses	We all have stories	Abraham and Moses, leaders of the Jewish people	How God led the Jewish people
Year 2 FS 2	Prayer/home	Shabbat	Families gather	Shabbat	Shabbat the day for God, the day of rest
Year 3	Places for worship	The synagogue	There are special places	The synagogue	The importance of the synagogue
Year 4	Holy Books	The Torah	Books are important	The Torah	The importance of the Torah
Year 5	Beliefs and festivals	Pesach	There are times for remembering	Pesach	God cares for his people
Year 6	Belonging and values	Yom Kippur	Making a new start	Yom Kippur	The value of atonement

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/rosh-hashanah-and-yom-kippur>
picture of a shofar
Bible

KEY WORDS

Rosh Hashanah,
Teshuvah, Yom Kippur
shofar, forgiveness,
confession
responsibility, fasting
sins, repentance,
mikveh

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others' beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 1: Knowing and loving God, the Scriptures,

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of God, love of neighbour

LOOK AND DISCOVER

Making a new start; Rosh Hashanah.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/rosh-hashanah-and-yom-kippur>

Bible

Picture of a shofar

KEY WORDS

**Rosh Hashanah, Teshuvah
forgiveness, repentance**

LEARNING FOCUS: Making a new start.

CONTENT

LOOK

How often have you thought that you would make a new start? Perhaps at the beginning of a New Year or when you go into a new class. It is good to look back and think it is possible to start again and try better.

SOME KEY QUESTIONS

- Q When have you decided to make a new start?
- Q What helped you and how did you feel?
- Q How did it work?
- Q Did you do it with others?

LEARNING FOCUS: Rosh Hashanah.

CONTENT

DISCOVER

For Jewish people, Rosh Hashanah (beginning of the Year), marks the beginning of the new year of the Jewish calendar. It is a holiday and one of the most important times of the year. It takes place in September/October and lasts for ten days. It ends with the celebration of Yom Kippur (the Day of Atonement) on the tenth day. The Jewish people celebrate New Year at this time because their year is based on the phases of the moon and they celebrated it many thousands of years before Christians celebrated it in January.

For the Jewish people, Rosh Hashanah is a time to look back over the past year. They believe that God gave human beings free will to choose between good and evil and that God will forgive anyone who is really sorry. Saying 'sorry' in Hebrew means returning – that is, returning to God. The word 'sorry' in Hebrew is 'Teshuvah' which means 'returning'. It is a time to put right any wrong committed against other people and to express sorrow for sins. When people meet each other

CONTENT

they say, *'May you be inscribed for a good year.'* The hope is that God will record all people's deeds with favour in the "Book of Life".

During this time, in the synagogue, the ark, the bimah (reading desk) and the scrolls are covered in a white cloth. No work is permitted on this day, much of which is spent in the synagogue. In the Bible, Rosh Hashanah is also called the *Day of the Shofar*. The shofar is a ram's horn which is blown one hundred times on each of the two days of Rosh Hashanah to call the people to repentance,.

On Rosh Hashanah, apples dipped in honey are eaten with a prayer that God will make the New Year a good and sweet one. A blessing is said over the fruit:

*Blessed are You, Lord our God, king of the universe,
who creates the fruit of the tree. Amen*

SOME KEY QUESTIONS

- Q What do you like best about this time and why (apart from the apples and honey!)?
- Q Why do you think this feast is the beginning of the holiest time of the year for Jewish people?
- Q How do the Jewish people make a new start?
- Q How would you feel if someone asked to be forgiven for something they had done to you?

SOME SUGGESTED ACTIVITIES

- 8 Design a Rosh Hashanah card for a Jewish friend and include in it a blessing for the New Year.
- 8 Have a discussion about how Jewish people's lives are shaped by the beliefs expressed in Rosh Hashanah and record your findings.
- 8 Enjoy some apples dipped in honey.
- 8 Research more about this feast. Look up Leviticus 23:23-25
- 8 Find out how the Shofar was used to win a battle.
(Clue: look up Joshua 6: 2-5 and find a song about that.)

DISCOVER

Yom Kippur.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/rosh-hashanah-and-yom-kippur>

KEY WORDS

Yom Kippur, atonement, fast, mikveh, responsibility

LEARNING FOCUS:

Rosh Hashanah.

CONTENT

The ten days from Rosh Hashanah to Yom Kippur are called ten days of returning. ('Yom Kippur' means 'day of atonement'.) During this time, people try to mend broken relationships by apologising, saying 'sorry' and also accepting apologies and forgiving others. Everyone gets a chance to put things right with other people before asking God's forgiveness. It is a time when Jews can make up for the wrongs of the past year and make a firm commitment not to do the same things again.

Rosh Hashanah also celebrates God creating the world and humankind, so it is a kind of birthday of humanity. Being made in God's image is celebrated by being truly human, through forgiveness and kindness.

The word '*mitzvah*', means 'a good deed', a growing number of Jewish communities hold a *Mitzvah Day*, around this time, when they spend time helping in some way in the community. It might be for homeless people, or work on a city farm, collecting recycling, visiting a sick or disabled person. This idea is spreading to other communities as well as Jewish ones. It is about caring for everyone.

SOME KEY QUESTIONS

- Q Sometimes these ten days are called *Days of Awe*, can you think why?
- Q What do you think are the signs of a really human person, one made in God's image?
- Q Why do you think this time is called *returning*?
- Q In what ways is a person responsible for their behaviour?

SOME SUGGESTED ACTIVITIES

- 8 Find out what '*atonement*' means and write out a meaning in your own words, giving an example of atonement in everyday life?
- 8 Research *mitzvahs* and describe to a partner its meaning and how it shapes the lives of Jewish people.
- 8 Make a poster advertising a Mitzvah day. (Hint: there is a *Mitzvah Day* website.)

DISCOVER AND RESPECT

Yom Kippur and the value of atonement.

KEY WORDS

confession

LEARNING FOCUS: Yom Kippur.

CONTENT

On the eve of the last day before Yom Kippur, many families give money to the poor. Then, a meal is eaten, and after that, a fast begins for 25 hours. This is a time when some men may visit the mikveh (a ritual bath for spiritual cleansing).

Yom Kippur is the holiest day of the Jewish year. It is a day on which no work is allowed. It is a very solemn day for Jews. On Yom Kippur, people express sorrow for their sins (Teshuvah) and receive God's forgiveness. People stay in the synagogue throughout this day and there are 5 different services of prayer and readings from the Torah. There is a special Yom Kippur prayer which includes a long confession of sins.

In the afternoon the book of Jonah is read, which is about forgiveness. One blow on the shofar finally announces that the fast is over.

Afterwards, everyone goes home to break their fast. After Yom Kippur, Jewish people begin preparing for the next holiday, Sukkot, the festival of shelters, which begins five days later.

SOME KEY QUESTIONS

Q What are the signs that people are really sorry? Q
How do you think Jewish people feel on this day,
especially as they receive God's forgiveness?

SOME SUGGESTED ACTIVITIES

- 8 Describe the experience of a Jewish child during the day of Yom Kippur, what they do and how they might feel. (Note: children over the age of nine will fast like the adults.)
- 8 Find out about Sukkot, sometimes called the Festival of Shelters. What does this festival mean to Jewish people and why do they celebrate it? Add the information to the display or class book.
- 8 Look up the Book of Jonah, and talk about why you think it is read during Yom Kippur.

RESPECT

Children gather around the display and have a quiet moment to reflect on what they have enjoyed about the topic. Encourage them to think about and appreciate the value of atonement for Jewish people.

OVERVIEW FOR ISLAM – YEAR 6

BELONGING/VALUES – GUIDANCE FOR MUSLIMS

Judaism is studied by everyone and Islam one of the options of choice from the three other religions. It is taught for one week every year. The themes are the same for all religions.

TEACHERS' NOTES

Muslims are followers of the religion of Islam, which began in Saudi Arabia around the seventh century. They believe in one God, Allah. There are two main groups of Muslims, Shi'ah and Sunni. The Sunnis are the larger group. Their beliefs are similar but they differ on the forms of leadership. What the children learn in this programme of study is a *middle* way, offering what is most general in Islam. The spelling used is *Makkah* rather than the common version Mecca to avoid confusion

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Prayer mats	Special objects	Prayer mats and the Qur'an	What is special for Muslims
Year 1 FS 1	Stories	Muhammad	Special stories	Muhammad	Muhammad is important for Muslim people
Year 2 FS 2	Prayer/home	Prayer at home	Quiet times	Prayer five times a day	Prayer is important for Muslims
Year 3	Places for worship	The mosque	Special buildings	Friday is a day of special prayer. Call to prayer	How Muslim people worship
Year 4	Holy Books	The Qur'an	Important books	The Qur'an. 99 beautiful names of God	The importance of the Qu'ran for Muslims
Year 5	Beliefs and festivals	Ramadan and Pilgrimage	Special times	Shahadah Ramadan, Id-ul-Fitr, Id-ul-Adha, Hajj	Respect for the special occasions for Muslims
Year 6	Belonging and values	Guidance for Muslims	Guidance in life	The 5 pillars Zakat	What is important for Muslims

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/muslims-and-charity/3292.html>
pillar shapes
<http://www.islamic-relief.org.uk/>
IWB pictures representing each of the Pillars
match with the words

KEY WORDS

Guidance,
Shahada, Salah,
Zaka, Sawm and
Hajj

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of neighbour

LOOK AND DISCOVER

Guidance in life and the five pillars of Islam.

RESOURCES

Pillar shape A4 size

KEY WORDS

Guidance, belief, five pillars,
Shahada, Salah
Zaka, (Zakat) Sawm, Hajj

LEARNING FOCUS: Guidance in life.

CONTENT

LOOK

If there were no rules about when trains, buses or planes ran and a driver/pilot could drive off with their vehicle whenever they liked or not, what would things be like? What do planes and buses need to run effectively?

Similarly as humans we need help in the form of beliefs and guidance. We receive that at home, in church and in school. There are things which we believe in and are important to us and these affect the way we behave. Can you think of examples?

LEARNING FOCUS: The five pillars of Islam.

CONTENT

DISCOVER

Islam is a mixture of belief, thought and action. Many Muslims explain Islam as being like a building that is held up by five important pillars, which are the foundation on which Islam is built. They give guidance to Muslims in their daily life.

The five pillars are:

1. **SHAHAD:** this is at the heart of what Muslims believe and is the most important pillar. It is summed up in one sentence; *'There is no God but Allah and Muhammad is his messenger.'* These words are whispered into the ear of a Muslim baby when it is born. It is often written in works of art and jewellery. Muslims pray this several times a day.
2. **SALAH:** this is the requirement of Muslims to pray five times a day. (See work in year 2.)
3. **ZAKA:** Muslims should give to the poor.
4. **SAWM:** fasting. During the months of Ramadan, Muslims go without eating and drinking during daylight hours (see the work of year 5).
5. **HAJJ:** once in a lifetime Muslims are required to make a pilgrimage to the holy places in Makkah. (See the work of year 5.)

SOME KEY QUESTIONS

- Q How do you think these Pillars give guidance to Muslims?
- Q Which Pillars are about worship and which are about action for others?
- Q Why do you think that Shahadah is the most important Pillar?

SOME SUGGESTED ACTIVITIES

- 8 Create a poster explaining the Five Pillars of Islam to children who know nothing about them, using any reference material available, such as books, pictures and CD-ROM.
- 8 Find out more about one of these Pillars and write it on a Pillar shape and add to the display.
- 8 Find the word 'Allah' in Arabic and copy it out, decorating it in Arabic calligraphy.

DISCOVER

Zaka, giving to the poor.

RESOURCES

<http://www.islamic-relief.org.uk/>
Grid of squares for a word search

KEY WORDS

sadaqa

LEARNING FOCUS: Zaka, giving to the poor. (Sometimes spelt Zakat).

CONTENT

Zaka is about caring for others. One of the most important teachings of Islam is that everything belongs to Allah and anything a person owns is only given in trust. The Zaka means both 'purification' and 'growth'. Possessions are made pure and free from selfishness and greed by sharing them. When plants are pruned or cut back they grow more strongly, so by giving, a person grows in goodness. It is a reminder that when we die, we can take nothing with us. It means freedom from loving possessions and that other people can share in the goodness of Allah.

Zaka is compulsory, and it means that 2.5% of a person's savings are given once a year to charity. For Muslims, it is an act of obedience and an acknowledgment of gratitude. The one who receives Zaka, receives it as a gift from Allah, to whom he/she is thankful. The Prophet Muhammad said: 'Charity is a necessity for every Muslim.'

As well as Zaka, Muslims may also voluntarily give as much as they wish as 'sadaqa' that is, charity for the sake of Allah that is done secretly. Islamic Relief distributes contributions to everyone who is in need in the world, regardless of their race or religion.

SOME KEY QUESTIONS

- Q Why do Muslims give Zaka?
- Q What would the world be like if everyone gave Zaka?
- Q This Pillar is believed to be as important as Salah. Why do you think that is?
- Q Do you think that Zaka is fair?

SOME SUGGESTED ACTIVITIES

- 8 Design a word search using all the new words you have learnt and their meaning.
- 8 Hot-seat someone who is acting as a Muslim and ask them about Zaka and what it means to them.
- 8 Find out about *Islamic relief*.

DISCOVER AND RESPECT

Care for creation.

RESOURCES

BBC DVD Pathways of Belief, Islam

LEARNING FOCUS:

Allah's care for creation.

CONTENT

The Qur'an tells Muslims a lot about Allah, but that is not the only place where Muslims learn about Allah. They also see the natural world as a sign of Allah who created it. They believe that everything in Creation is linked together and interdependent. Muslims believe that people should make use of what Allah has placed on the earth for their benefit and should do their best to take care of it. They should feel honoured to have been given this responsibility. The creatures, plants and minerals should be cherished and used wisely, so Muslims are expected to live a life that is not based on destruction, waste, cruelty or pollution. Wherever possible, they use renewable sources of energy, such as solar, wind and water power.

Islamic art includes lots of pictures of plants and flowers. Although care for creation is not a Pillar, it does spring from the belief that Allah is the only God and that all comes from Allah.

SOME KEY QUESTIONS

- Q Why do Muslims care for creation?
- Q What do you think is meant by the interdependence of life on Earth?
- Q Why do you think Muslims feel honoured to care for the Earth?

SOME SUGGESTED ACTIVITIES

- 8 Find out about clothes donation at the following website, <http://www.islamic-relief.org.uk/Clothes>. Look at the statistics. What do they show you?
- 8 In groups, make a list of what you think Islamic Relief might send to victims of an earthquake, and compare list with other groups.
- 8 On an open plan of a home, show how a family could honour Allah by caring for resources of the Earth.

RESPECT

Children gather around the display and have a quiet moment to reflect on what the children enjoyed about the topic. Encourage them to think about what is important for Muslims, how the Pillars guide them in their lives and how they care for creation.

OVERVIEW FOR HINDUISM – YEAR 6

BELONGING/VALUES – KARMA

Judaism is studied by everyone and Hinduism one of the options of choice from the three other religions. It is taught for one week every year. The themes are the same for all religions.

TEACHERS' NOTES

Hinduism is one of the oldest religions of the world. It has no known founder, but is deeply rooted in Indian culture, having begun in the Indus Valley about 5,000 years ago. There are many shared beliefs among Hindus but it is a flexible religion which allows people to express their belief and worship in different ways. The programme of study here is a middle way, offering what is most general in Hinduism, but not necessarily what every Hindu would believe or live. Spellings of words may vary.

AGE GROUP	THEME	TOPIC	LEARNING OUTCOMES		
			LOOK	DISCOVER	RESPECT
Early years N/R	Special days/ ritual objects	Diwali	We all celebrate	Diwali	Diwali is important for Hindu people
Year 1 FS 1	Stories	Krishna and Ganesh Raksha Bandan	Stories we enjoy	Krishna and Ganesh Raksha Bandan	Shared stories bring people together
Year 2 FS 2	Prayer/home	Prayer at home Puja	Quiet times	Puja	Prayer is part of Hindu life
Year 3	Places for worship	The Mandir	Special places	The Mandir	How Hindu people worship
Year 4	Holy Books	Vedas and Bhagavad-Gita	Special books	Vedas and Bhagavad-Gita	Sacred writings guide people's lives
Year 5	Beliefs and festivals	Brahman Belief in one god Pilgrimage	What is important?	Hindus believe in one God, pilgrimage	Respect for the beliefs of Hindus
Year 6	Belonging and values	Karma	Rules for life	Karma and Dharma	Hindus care for creation

RESOURCES

BBC learning zone video clips
<http://www.bbc.co.uk/learningzone/clips/preparations-for-janmashtami/4536.html>
 A picture of the symbol aum

KEY WORDS

Karma, duty,
salvation,
Dharma,
Moksha, aum

ATTAINMENT TARGETS

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others beliefs & values
- ii engagement with questions of meaning

RE CURRICULUM DIRECTORY

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of neighbour

LOOK AND DISCOVER

Rules and Karma.

RESOURCES

<http://www.bbc.co.uk/learningzone/clips/>

KEY WORDS

Karma, salvation, Moksha

LEARNING FOCUS: Rules

CONTENT

LOOK

Rules are part of life. Talk about rules in the family, in school and in the classroom? Why are they there? Who do they help? Rules are for safety, wellbeing and to help other people. What would happen if there were no rules about driving a car?

LEARNING FOCUS: Karma

CONTENT

DISCOVER

Every religion offers its followers guidance on living a good life which gives glory to God, helps others and makes life better for people.

*Show the video clip,
<http://www.bbc.co.uk/learningzone/clips>
about preparations for
janmashtami which explains
about karma.*

Hindus believe in a cycle of life, death and rebirth, called 'reincarnation'. They believe that when they die, their soul is reborn into another kind of body and lives on. That body might be an animal or a human. The type of creature or person they become depends on how they have lived their life. This is called '*karma*'; the word means 'action'. Karma is the cause of the destiny. Misfortunes in this present life are the result of acts that have been committed in the past. In the same way, actions in this present life will determine the fate of life that follows. Hindus therefore aim to live in a way that will cause each of their lives to be better than the life before.

Hindus try to be charitable and to lead selfless lives. Eventually a Hindu is reborn into a higher and higher being until they reach salvation and become one with Brahman and completely free from material things. This is called 'Moksha'.

SOME KEY QUESTIONS

- Q How does karma affect the life of a Hindu?
- Q What might a Hindu do to be reborn as a higher being?
- Q What is the final goal of Hindus?

SOME SUGGESTED ACTIVITIES

- 8 If you were to write a guidebook to life or a rule book for Hindus, what would be on the first page?
- 8 Make a list of five good deeds that a person might do and how those deeds might be influenced by what Hindus believe. Compare it with a partner and discuss your thoughts.

DISCOVER

Dharma.

KEY WORDS

Dharma, duty

LEARNING FOCUS:

Dharma.

CONTENT

Life is thought of as a journey. Hindus follow their chosen path to union with the divine, according to their dharma, or chosen way of life. Hinduism teaches that everyone has a dharma, that is, a religious duty that they should follow depending on their age and the situation in their lives. For instance parents have a dharma (duty) to care for their children and do their best for them. Children have a dharma (duty) to respect their parents and follow their guidance. A person who is rich has a dharma (duty) to care for the poor. Everyone has a dharma to do their best and do what is right. There are values to which everyone is committed: truth, right action, peace, love and non-violence. Hindus believe God to be in all living creatures and in all that exists. This means that they have a dharma to respect life and care for the environment. The commitment to non-violence is because they have a reverence for life. Many Hindus are vegetarians as a way of showing respect and non violence to animals.

SOME KEY QUESTIONS

- Q How would you explain 'dharma'?
- Q How do we show respect for life?
- Q Do you support non-violence completely or sometimes?

SOME SUGGESTED ACTIVITIES

- 8 Hold a debate on vegetarianism, giving reasons which Hindus have for being vegetarian.
- 8 Compose an acrostic poem using the word *dharma*.
- 8 Find a story of Rama which might illustrate an aspect of dharma, and share the story and reasons why it illustrates dharma.
- 8 Research the life of Gandhi, and include in your findings, the reasons for his behaviour.
- 8 Find and cook a vegetarian recipe.

DISCOVER AND RESPECT

Hindus care for creation.

RESOURCES

A picture of the symbol *aum*

KEY WORDS

aum

LEARNING FOCUS:

Hindus care for creation.

CONTENT

Hindus believe that people are linked very closely to the natural world and that God is everywhere and in all things. So Hindus try not to do any harm, as they reverence life and treat it with respect and compassion –the earth, water, fire, air and space, as well as plants and trees, forests and animals, and they believe that they are all linked together.

Hinduism is full of stories that treat animals as divine, such as how Krishna used to herd cows, or how the monkey, Hanuman, was a faithful servant of Rama. Even trees, rivers and mountains are believed to have souls, and should be honoured and cared for.

Hindus try to live a simple life. Teachers, or gurus, are advised not to accumulate too much wealth. The most highly respected person in Hindu society is the sage, someone who lives outside normal society, in forests or caves, or travels on foot from one town to another, seeking truth and wisdom. Hindus take pride in living simply and consuming as little as possible.

Hinduism emphasises that true happiness comes from inside a person and not from what they own. This means that the search for material possessions, and the consumption of materials, are not the most important things in life. What is important is to discover the spiritual nature and the peace and fulfilment it brings.

Here is a Hindu prayer about the earth:

*"Let us adore the Lord of Life, who is
Present in fire and water, plants and trees.
Let us adore the Lord of Life!
Let us adore the Lord of Life!"*
~ Shvetashvatara Upanishad, II, 17

The holy symbol AUM or OM is the main symbol of Hinduism, and Hindus like to have the symbol in their homes.

It represents the first sound in creation and it signifies God, Creation, and the oneness of all creation. It concludes most prayers and it is found at the beginning and end of all Hindu books.

SOME KEY QUESTIONS

- Q Why do Hindus treat the world with respect?
- Q How do you think all things in creation are interdependent, or linked together?
- Q What can everyone learn from the beliefs of Hindus?
- Q Where do you think true happiness comes from?
- Q What would life be like if everyone lived simply and cared for creation?

SOME SUGGESTED ACTIVITIES

- 8 Make a copy of the Aum symbol and use it in a poster, encouraging people to have a 5 point list of caring for the world and giving the reasons why.
- 8 Using clipart on a computer, design a PowerPoint showing how and why Hindus care for the world.

RESPECT

Children gather around the display and have a quiet moment to reflect on what they have enjoyed about the topic. Encourage them to think about and appreciate how Hindus care for creation.

